



NASA-sponsored Classroom of the Future NSTA-Research Dissemination Conference
Workshop: ***Adding Value to Instruction with Strategic Use of Online Collaboratives***

TO: Workshop Attendees
FROM: Laurie Ruberg, Ph.D. (lruberg@cet.edu)
DATE: March 15, 2011
SUBJECT: Responses To the Online Collaborative Community Rubric Survey Form

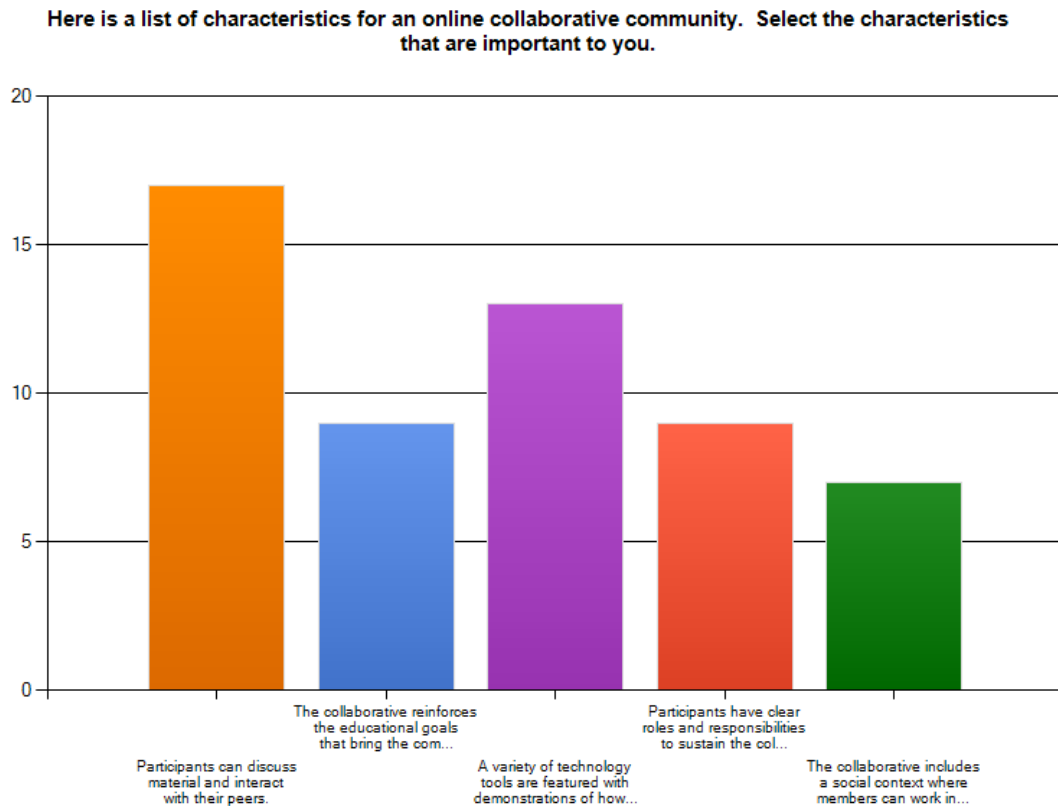
Question: *What online collaborative communities you are a member of?*

- NSTA Weblinks (2)
- Exxon Mobile Teacher Academy
- Sally Ride Academy Net Links
- Facebook (7)
- Internal Education Site
- GLOBE Science Network
- GLOBE_Program.Net
- GirlsRISE.net
- Twitter
- Edmodo
- Linked-In (2)
- Catalyst

Question: *How would you rate your prior experience using an online virtual collaborative to enhance your teaching and professional development?*

Very Important	4.8%	1
Important	38.1%	8
Moderately Important	38.1%	8
Of Little Importance	19.0%	4
Unimportant	0.0%	0

Question: Here is a list of characteristics for an online collaborative community. Select the characteristics that are important to you.



Question: What would you like to have access to from online virtual communities to further enhance your science teaching?

Summary of Open-Ended Responses:

- Human Health - More linkable information; more graphs and data forms; Information about human disease and disorder prevention strategies.
- Would like...prompts for students, more student-friendly language, and a more organized framework. For example, [ask students to...] compare/analyze two graphs [with instructions for students such as]:
 1. Analyze means--look at these graphs and interpret what's happening
 2. "What's the problem?"
 3. [What's the] science (CO₂, other gases) behind it?
 4. [What are the] sources of the problem?
 5. Negotiate solutions
 6. Debate.

We were not able to do this.
- Data sets that you can manipulate for local relevance
- Applied physics
- Professional Development to help teachers learn the pedagogy and strategies for

leading project based learning

- More of a variety of topics
- A library of differentiated resources
- More topics
- Social networking login (Facebook); Models of exemplary activities; Differentiation strategies and resources
- This seems like it could be an excellent tool, but needs to take into account the way the students will think. It is not immediately apparent to a high school student that hurricanes & lightning deaths are human "health" problems as opposed to "freak accidents." Something needs to be included to explain human health as including diseases as well as natural disasters and aftermath. Needs more data in regard to deaths/illness incident over time...perhaps have students extrapolate based on rate of increase/decrease. Include examples of "positive" outcomes [of climate change]--i.e., fewer freezing deaths, so that students understand "give & take" or even how data sampling in one area vs. another could skew interpretation.
- I'm not sure yet. I need more experience using them.
- I'd like professional development sessions or webinars addressing specific issues--like a repository of lessons around the target concepts/lesson goals, but only if it is heavily populated.